



Springcroft Primary School

Assessment Policy

Date Adopted: September 2026
Author/owner: Springcroft Primary School
Anticipated Review: Autumn Term 2028

Approved	Signature	Date

Our Mission Statement:

The place to learn, the place to succeed, the place to make friends, the place to grow.

Introduction

At Springcroft Primary School we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this. This includes:

- Teacher marking work and feedback
- Observations and Group Work
- Formal Summative Assessments (Including Statutory National Tests, NFER test, White Rose Maths end of unit tests)
- Weekly Spelling Tests

This policy is written in line with all subject based policies and our Feedback Policy. This is a working document and changes to policy reflect current practice.

Aims

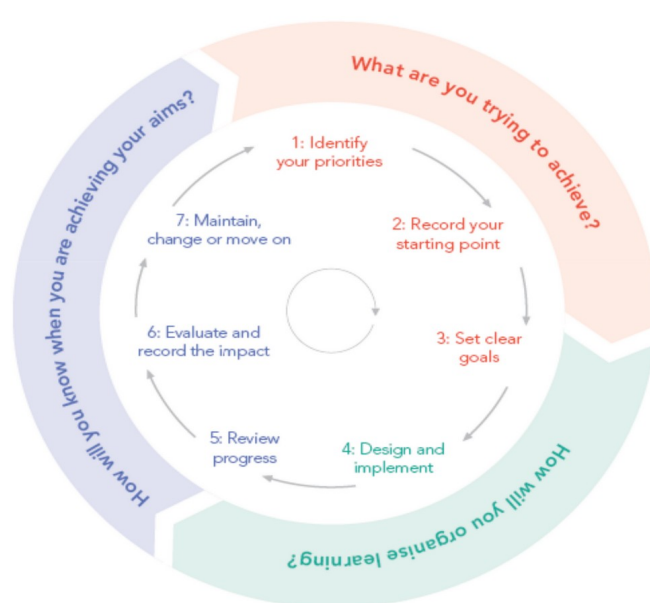
- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Why Assess?

What are you trying to achieve?.... **intent**

How can you organise learning to achieve these aims?.....**implementation**

How will you know if you have been successful?...**impact**



Principles

Springcroft Primary School employs a range of assessment strategies to celebrate pupil's current level of learning and to identify their next steps:

Assessment of learning

Teachers assess the children's learning at the end of every unit taught. This is bespoke to each subject and each class. Teachers will use this assessment to identify which children are working at ARE and to identify any gaps in learning. At the end of the academic year, a judgement is made based on the whole year's learning.

Assessment for learning

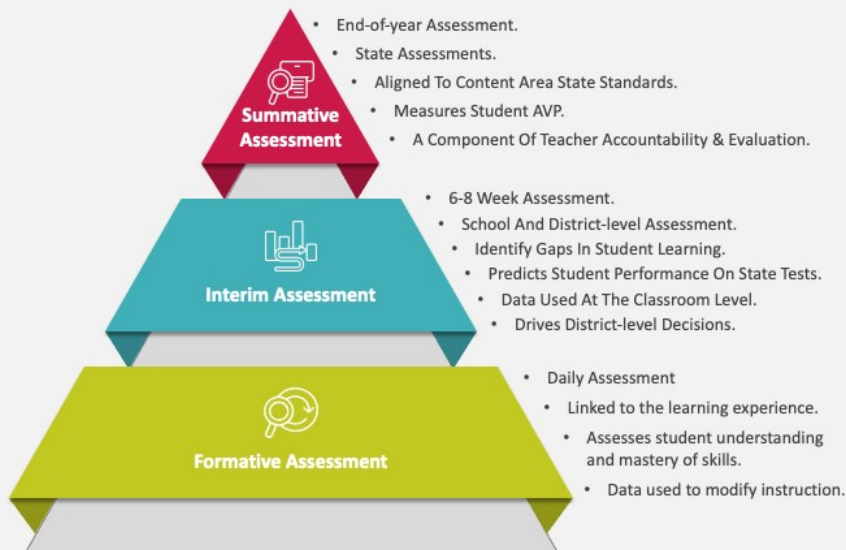
Teachers use deep questioning, retrieval practice, marking and children's feedback in lessons to assess children 'in the moment.' This informs 'next steps' both within the lesson and from lesson to lesson. Feedback is given to children to ensure that they can all make at least good progress.

Assessment as learning

This is used to empower our children to manage their own learning. Children are encouraged to self-evaluate their work and their learning, involving them in the assessment process. This may be a simple thumbs up activity, children raising their own questions and identifying what they need to practise further.

These different approaches to assessment are delivered through three main types of assessment; summative, interim and formative assessment:

TYPES OF ASSESSMENTS

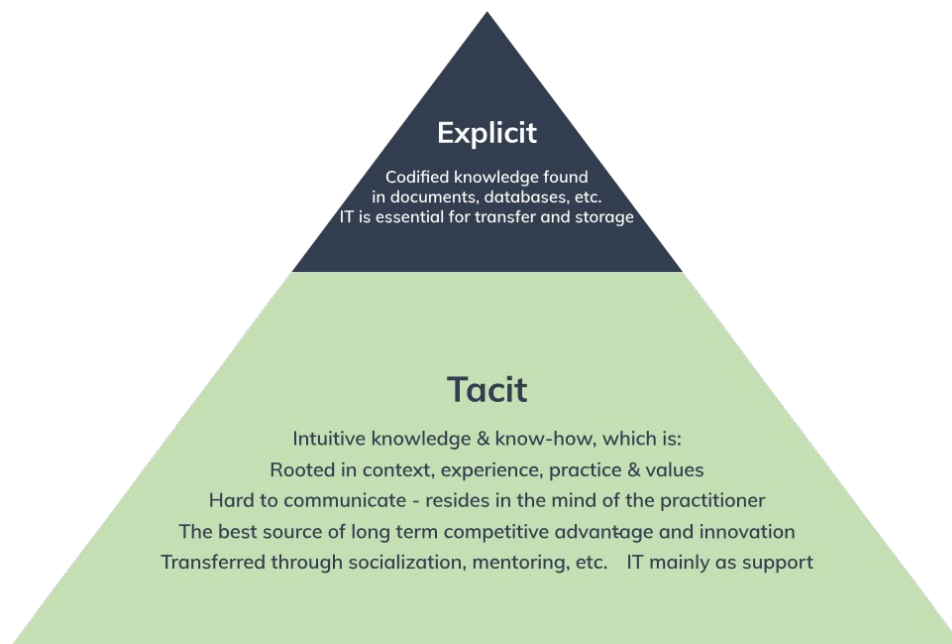


- Assessment of children can take different forms including questioning, test, quick recall, "explain it again", retrieval activities, observations, discussions and learners being able to

apply a concept in a different context. This is in addition to the formal assessment of written work and tests.

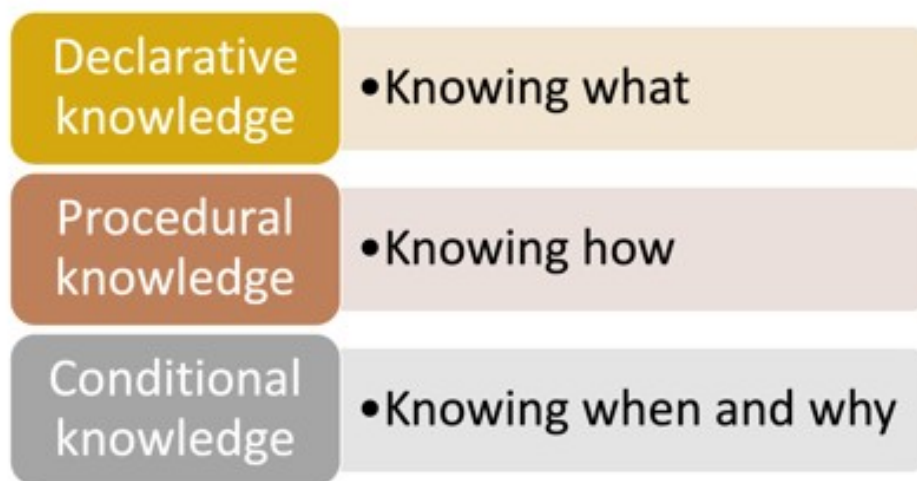
- Every term, pupils across school are formally assessed and their outcomes (data) are tracked. This is then provided to parents and carers at termly progress meetings. Each half term, pupil progress meetings take place to ensure children continue to be challenged in their learning.
- As well as feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

What are we assessing?



Teacher Assessment

On-going teacher assessment is central to pupils making at least expected progress. All pupil's data is recorded which shows knowledge and attainment towards standards in core subjects (reading, writing and mathematics) and foundation subjects. Assessments and observations are completed on a regular basis by staff and used to inform the planning of next steps. Marking of work, discussions and observations inform the on-going assessments of pupil's skills and knowledge.



Teacher assessments are moderated alongside colleagues within school, across the cluster and with external partners. At the end of each year, teachers share this information as part of our transition arrangements.

Class teachers and subject leaders use Questioning Grids when planning learning and monitoring teaching and learning to develop higher level thinking skills (See Appendix 1)

Special Educational Needs

Pupils identified on the SEN register are assessed in line with other pupils using the Springcroft grades. Where appropriate, staff use standardised tests from other year groups to support the on-going teacher assessment of pupils.

Assessment with the Early Years

Evidence is collected through observation and discussion and this is recorded in pupils' learning journeys. Photographic and video evidence is also collected along with pupil quotations. As well as written work, these form the basis of the on-going teacher assessments in line with Age Related Expectations. Phonics assessments are completed half-termly using the Little Wandle Letters and Sounds assessments, and any children completing a catch up/intervention group receive assessments every 3 weeks.

Evidence that a child is secure will be found:

- In children's individual exercise books
- On "Evidence Me" (online secure evidencing database) which is facilitated using school devices only.
- Through formal testing
 - o National EYFS Baseline assessments

Staff report and analyse this data termly, and this is reported to Governors through the Headteacher's Report to Governors. Assessments provide staff within the EYFS with intervention target groups in order to accelerate progress. Data is provided to parents and carers at the end of each year.

Assessment in Key Stage1 and 2 (English and Mathematics)

Along with on-going teacher assessment, more formal assessments are carried out prior to each half-term or end of term holiday. A data tracking system is used in school to inform teacher assessments. Children in KS1 who are still accessing phonics complete the Little Wandle Letters and Sounds assessments 3 weekly.

Evidence that a child is secure will be found:

- In children's individual exercise books
- Through formal testing
 - o End of unit maths White Rose Maths assessments in mathematics
 - o End of term assessments in White Rose Maths in mathematics
 - o End of year NFER assessments in mathematics
 - o End of term NFER assessments in reading in Y3-Y6
 - o End of term NFER assessments in Grammar, Punctuation and Spelling (GPS) in Y3-Y6
 - o Suffolk Reading Age scores in Jan and July
 - o Termly writing assessments are moderated "in house" and within our cluster partners.
- Teacher professional judgement (retrieval practise, in the moments assessment)

We aim to have every child to 'secure +' by the end of each academic year. However, as long as they are 'secure', they will have covered enough of the curriculum for them to be able to access the next year's units of work. If a child is not making sufficient progress, this will be picked up before the end of the Autumn term and interventions will be put in place to support their learning. If a child has a SEN they may be working at a different level to the class but progress will be monitored through our number system. Children will be expected to make 3 steps per year. 4 steps is good and 5+ is outstanding (see Appendix 2).

Teacher assessments are entered on to the schools tracking system (DCPro) and progress maps created to show attainment and progress against targets.

This data is analysed to show Average Points Score Progress and to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to staff appraisal.

The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

National Standardised Tests are carried out in Year 1 (phonics screening), Year 4 (multiplication times tables check/MTC) and Year 6 (Key Stage 2 Assessments/SATS). The school uses commercially available testing in Year 3, 4 and 5 to give a standardised score.

Individual assessment data is shared with parents and carers at parental meetings and in pupils' annual reports.

Assessment Within Curriculum Subject Areas

Although pupils are not formally assessed in foundation subjects, we believe it is vital for them to know how they are doing in order to make progress. Levels for foundation subjects are reported at the end of year and identify if children are working towards the expected standard or are working at the expected standard. This also helps staff to see gaps in learning and they adapt their planning accordingly.

To assess the foundation subjects, we use a **layered approach** to assessment with clearly identified end-points. The layered approach begins with Assessment For Learning in lessons which is facilitated by deep questioning, retrieval practice at the beginning of and within every lesson and an engaging assessment activity at the end of each unit.

- Art = final piece and evaluation
- DT = final product and evaluation
- Music = on going assessment based on school current learning
- Spanish = At the end of each half termly unit, children complete a short 'end of unit assessment task' to assess their speaking, reading, writing and listening skills. End of unit assessments can be found in 'Lesson 6' of each unit.
- PE = Ongoing assessment completed by staff in conjunction with skills assessments that are completed by from Time4Sport staff.
- PSHE = At the start of each new unit, all children will complete a mind map (in pencil or blue pen) to show their prior knowledge. At the end of the unit, they will add what they have learnt to the same mind map in purple pen.
- Science – Scientific investigation to support/challenge prediction
- Computing = final outcome and children self-assess at end of each lesson on 'jigsaw' assessment sheet
- RE, History & Geography:
 - Introduce the unit with a big question.
 - Keep this as a thread that is referred back to through all lessons.
 - Final lesson/endpoint = children answer the question either through doing a presentation, a written piece or creating a knowledge organiser for next year's year group.

The characteristics of 'Big Questions' allow teaching practitioners to make secure judgements of children's skills and knowledge. These questions are characterised by at least one of the following:

- **Open** — they have no one, definitive answer but rather several different and possibly competing answers.
- **Undermining** — they cast doubt on individual assumptions or 'common sense'.
- **Rich** — they require research and grappling with information and ideas.

- **Connected** — they are relevant to the learners and the world in which they live, and particular disciplines and fields.
- **Charged** — they have an ethical dimension with emotional, social and/or political implications.
- **Practical** — they are researchable within the world of the student.

Monitoring and Evaluation

- Both teacher assessments and formal assessments (tests) are moderated by staff, senior leaders and external partners to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.
- Following assessment, data is analysed in detail by the class teachers, subject leaders and SLT. Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support (this may involve the Special Education Needs Co-ordinator (SENCO – Grant Rowley)). Pupil Progress Meetings focus on these pupils to ensure accelerated progress is being addressed within teaching.

Roles and Responsibilities

Governors: As an extension of the SLT, Governors monitor whole school attainment and progress data through the Headteachers Report to Governors and have read only access to our school tracking system (DCPro)

Head Teacher / Deputy Head Teacher: Moderate assessment regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils' skills and knowledge, providing feedback for their own class and support other colleagues in making judgements. Adapt planning to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress, attainment and knowledge of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

Appendix 1: Examples of Questioning Grids

Questioning Grid

SOCRATIC - DIALOGIC - HIGHER ORDER THINKING

?	Is? (present)	Did? (past)	Can? (possibility)	Should? (opinion)	Would? (probability)	Will? (prediction)	Might? (imagination)
What? (event)	What is?	What did?	What can?	What should?	What would?	What will?	What might?
Where? (location)	Where is?	Where did?	Where can?	Where should?	Where would?	Where will?	Where might?
When? (sequence, location)	When is?	When did?	When can?	When should?	When would?	When will?	When might?
Choice	Which is?	Which did?	Which can?	Which should?	Which would?	Which will?	Which might?
Who? (person)	Who is?	Who did?	Who can?	Who should?	Who would?	Who will?	Who might?
Why? (reason)	Why is?	Why did?	Why can?	Why should?	Why would?	Why will?	Why might?
How? (meaning)	How is?	How did?	How can?	How should?	How would?	How will?	How might?

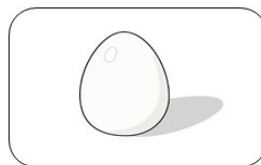
Knowledge

Understanding

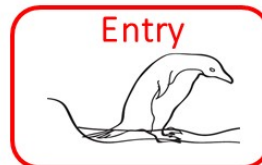
Application Analysis

Evaluation

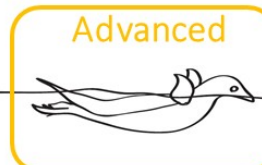
Synthesis



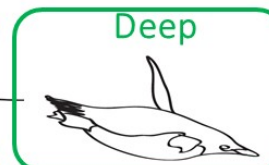
Don't Know - Embryo



Knowledge



Understanding



Ability



Creative Independent
Exploration

LOW LEVEL THINKING SKILLS				HIGH LEVEL THINKING SKILLS														
Knowledge		Comprehension		Application		Analysis		Synthesis		Evaluation								
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.		To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.		To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.		To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.		To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.		To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.								
Key words:		Key words:		Key words:		Key words:		Key words:		Key words:								
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recite Recognise Record Relate Remember Repeat Reproduce Retell Select	Show Spell State Tell Trace What When Where Which Who Why Write	Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express	Extend Generalise Give examples Illustrate Indicate Infer Interpret Match Observe	Outline Predict Purpose Rephrase Report Restate Review Show Summarise Translate	Act Administer Apply Associate Build Calculate Categorise Choose Classify Connect Construct Correlation Demonstrate Develop Dramatise	Employ Experiment Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish	Examine Find Focus Function Group Highlight In-depth discussion Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out	Prioritize Question Rank Reason Relationships Reorganise Research See Select Separate Similar to Simplify Survey Take part in Test for Theme Comparing	Adapt Add to Build Change Choose Combine Compile Compose Construct Convert Create Delete Design Develop Devise Discover Discuss Elaborate	Estimate Experiment Extend Formulate Happen Hypothesise Imagine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Original Originate	Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Substitute Suppose Tabulate Test Theorise Think Transform Visualise	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Criticise Debate Decide Deduct Defend Determine	Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark	Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why		
Actions:		Outcomes:		Actions:		Outcomes:		Actions:		Outcomes:								
Describing Finding Identifying Listing Locating Naming Recognising Retrieving		Definition Fact Label List Quiz Reproduction Test Workbook Worksheet		Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising		Collection Examples Explanation Label List Outline Quiz Show and tell Summary		Carrying out Executing Implementing Using		Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation								
Questions:		Questions:		Questions:		Questions:		Questions:		Questions:								
Can you list three ...? Can you recall ...? Can you select ...? How did _____ happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did _____ happen? Where is ...? Which one ...? Who was ...? Who were the main ...? Why did ...?		Can you explain what is happening . . . what is meant . . . ? How would you classify the type of ...? How would you compare ...?contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?		How would you use...? What examples can you find to ...? How would you solve _____ using what you have learned ...? How would you organise _____ to show ...? How would you show your understanding of ...? What approach would you use to...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?		What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?		What changes would you make to solve...? How would you improve ...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt _____ to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could _____ what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would		Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate ...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...?								
Bloom's Taxonomy: Teacher Planning Kit																		

Bloom's Taxonomy: Teacher Planning Kit



Springcroft Primary School EYFS Outcomes and National Curriculum Levels to Point Scores

EYFS

Age Bands	Birth to 3		3-4 Years		Reception		ELG		
Position in Age Bands	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Exceeding
APS	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0

- 3 Steps over Foundation Stage is better than expected progress

- 4 Steps over Foundation Stage is expected progress, typically 2 steps per academic year

EYFS On track national achievement throughout the year based on age related expectations

Year Group		Baseline	End of Autumn 2	End of Spring 2	End of Summer 2
Nursery	On track+	Birth – 3 em (3.5)	Birth – 3 exp (3.5)	3-4 Years em (4)	3-4 Years exp (4.5)
	HA	Birth – 3 exp (3.5)	3-4 Years em (4)	3-4 Years exp (4.5)	Reception em (5)
Reception	On track+	3-4 Years exp (4.5)	Reception em (5)	Reception exp/ELG em (5.5/6)	ELG exp (6.5)
	HA	Reception em (5.0)	Reception exp/ELG em (5.5/6)	ELG exp (6.5)	ELG exc (7)

APS 7/Exceeding ELG feeds into KS1 APS scores

KS1 – Levels/APS scores

1D	1D+	1D++	1S	1S+	1M	2D	2D	2D++	2S	2S	2M	3D	3D+	3D++	3S	3S+	3M
7	8	9	10	11	12	13	+	15	16	+	18	19	20	21	22	23	24
							14			17							

Year 1

1D	1D+	1D++	1S	1S+	1M
7	8	9	10	11	12

- 4 steps per year is expected progress (D – S+)
- 5+ steps per year is better than expected progress

Year 2

2D	2D+	2D++	2S	2S+	2M
13	14	15	16	17	18

- 4 steps per year is expected progress (D – S+)
- 5+ steps per year is better than expected progress

KS1 On track national achievement throughout the year based on age related expectations

Year Group		Baseline	End of Autumn 2	End of Spring 2	End of Summer 2
Year 1	On track+	1D (7)	1D+ (8)	1D++ (9)	1S+ (11)
	HA	1D (7)	1D++ (8)	1S+ (11)	1M (12)
Year 2	On track+	2D (13)	2D+ (14)	2D++ (15)	2S+ (17)
	HA	2D (13)	2D++ (14)	2S+ (16)	2M (18)

*Expected progress is 3 points over an academic year

KS2 - – Levels/APS scores

Lower KS2

3D 19	3D+ 20	3D++ 21	3S 22	3S+ 23	3M 24	4D 25	4D+ 26	4D++ 27	4S 28	4S+ 29	4M 30
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Year 3

3D 19	3D+ 20	3D++ 21	3S 22	3S+ 23	3M 24
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- 4 steps per year is expected progress (D – S+)
- 5+ steps per year is better than expected progress

Year 4

4D 25	4D+ 26	4D++ 27	4S 28	4S+ 29	4M 30
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- 4 steps per year is expected progress (D – S+)
- 5+ steps per year is better than expected progress

Upper KS2

5D	5D+	5D++	5S	5S+	5M	6D	6D+	6D++	6S	6S+	6M
31	32	33	34	35	36	37	38	39	40	41	42

Year 5

5D	5D+	5D++	5S	5S+	5M
31	32	33	34	35	36

- 4 steps per year is expected progress (D – S+)
- 5+ steps per year is better than expected progress

Year 6

6D	6D+	6D++	6S	6S+	6M
37	38	39	40	41	42

- 4 steps per year is expected progress (D – S+)
- 5+ steps per year is better than expected progress

KS2 On track national achievement throughout the year based on age related expectations

Year Group		Baseline	End of Autumn 2	End of Spring 2	End of Summer 2
Year 3	On track+	3D (19)	3D+ (20)	3D++ (21)	3S+ (23)
	HA	3D (19)	3D++ (21)	3S+ (23)	3M (24)
Year 4	On track+	4D (25)	4D+ (26)	4D++ (27)	4S+ (29)
	HA	4D (25)	4D++ (27)	4S+ (29)	4M (30)
Year 5	On track+	5D (31)	5D+ (32)	5D++ (33)	5S+ (35)
	HA	5D (31)	5D++ (33)	5S+ (35)	5M (36)
Year 6	On track+	6D (37)	6D+ (38)	6D++ (39)	6S+ (41)
	HA	6D (37)	6D++ (39)	6S+ (41)	6M (42)

*Expected progress is 3 points over an academic year

Standardised Scores – Springcroft Grades

Autumn Data Point

Standardised Scores (NfER, SATs, etc)	Springcroft Grades	Age Related Expectation	White Rose Maths End of unit/term percentage
	Previous years D (guide)	WTS	<3%
-79	Previous years D+	WTS	3% - 19%
80-87	Previous years D++	WTS	20% - 36%
88-95	D	WTS	37% - 53%
96-109	D+	ARE	54% - 70%
110+	D++ (S with evidence in books)	GDS	71% +

Spring Data Point

Standardised Scores (NfER, SATs, etc)	Springcroft Grades	Age Related Expectation	White Rose Maths percentage
-79	Previous years D++	WTS	3% - 19%
80-87	D	WTS	20% - 36%
88-95	D+	WTS	37% - 53%
96-109	D++	ARE	54% - 70%
110+	S (S+ with evidence in books)	GDS	71% +

Summer Data Point

Standardised Scores (NfER, SATs, etc)	Springcroft Grades	Age Related Expectation	White Rose Maths percentage
-79	D	WTS	3% - 19%
80-87	D+	WTS	20% - 36%
88-95	D++	WTS	37% - 53%
96-109	S	ARE	54% - 70%
110+	S+ (M with evidence in books)	GDS	71% +

Points to note:

- When a child hits S (secure) from the previous year, the data recording becomes D (developing) for the next academic year e.g. A child enters Year 6 at Y5D+ and achieves Y5S at the Autumn data point of Year 6 is recorded as Y6D
- If a child moves from their previous year as s (secure), they transition to become d (developing) in their current academic year group e.g. Y5S at summer term starts Year 6 as Y6D in September.
- The “tracking achievement through the year” grids above gives guidance to what an “ARE” child should achieve throughout the academic year.
- Triangulation of evidence from teacher judgement, consistent work in books, pupil voice and NFER/SAT/WRM assessments should be used to make accurate judgements which are moderated in house as well as externally.